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ABSTRACT

Spanish and English versions of a 38-item grammar test were administered to 40 Spanish-surnamed pupils equally divided by sex at grade levels K, 1, 3, and 5 (10 subjects per grade) in a bilingual education program. The test was a revision of part of an earlier test for oral proficiency in Spanish and English. The reliability of the new test was .95 for the Spanish version and .96 for the English version; but many items failed to elicit the expected grammatical constructions. English scores increased significantly with grade level, while Spanish scores varied only slightly among grade levels. Balance between mean scores on the English and Spanish versions was reached at grade 3. Test subjects were also questioned about language use and preference. The relationships between reported language use and test results appeared to indicate that Spanish proficiency was determined by use of the language in the home. English proficiency showed some relationship to use with the peer group. There were no significant correlations between the English and Spanish version scores and only very slight relationships among the factors influencing them. Achievement in English thus appeared to be unrelated to the maintenance of Spanish for bilingual children. (Author)

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STANFORD CENTER
FOR RESEARCH AND DEVELOPMENT
IN TEACHING

Research and Development Memorandum No. 127

A REVISED SPANISH/ENGLISH GRAMMAR TEST

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- Teaching and Linguistic Pluralism
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The study reported here is part of a continuing attempt to devise tests to measure children's proficiency in two languages or speech varieties.

Contents

Acknowledgments iv

Abstract v

The Test 1

The Sample 2

Test Results 2

Independent Variables 4

Conclusions 6

References 8

Spanish/English Oral Proficiency Test (Grammar Section)

English Version 9
Spanish Version 10
Response Sheet 13

Figures 19

Tables 23

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Abstract

Spanish and English versions,of a 38-item grammar test were administered to 40 Spanish-surnamed pupils equally divided by sex at grade levels K, one, three, and five (10 subjects per grade) in a bilingual education program. The test was a revision of part of an earlier test for oral proficiency in Spanish and English. The reliability of the new test, measured by Cronbach α, was .95 for the Spanish version and .96 for the English version; but many items failed to elicit the expected grammatical constructions. English scores increased significantly with grade level, while Spanish scores varied only slightly among grade levels. Balance between mean scores on the English and Spanish versions was reached at grade three.

Test subjects were also questioned about language use and preference. The relationships between reported language use and test results appeared to indicate that Spanish proficiency was determined by use of the language in the home. English proficiency showed some relationship to use with the peer group. There were no significant correlations between the English and Spanish version scores and only very slight relationships among the factors influencing them. Achievement in English thus appeared to be unrelated to the maintenance of Spanish for bilingual children.

A REVISED SPANISH/ENGLISH GRAMMAR TEST

Arnulfo G. Ramírez and Robert L. Politzer

This study served the following purposes: (1) to test a revised version of the grammar section of a pilot Spanish/English Oral Proficiency Test (Politzer & McKay, 1974); (2) to assess the oral proficiency in Spanish and English of pupils at different grade levels (kindergarten and grades one, three, and five) in a bilingual education program; (3) to relate Spanish and English proficiency to language use data reported by the pupils.

The Test

Unlike some measures of bilingual proficiency which have been developed recently (e.g., Michigan Oral Productive Test, 1970; Burt, Dulay, & Hernández-Chavez, 1974), the test used in this study was a discrete item test. It consists of 38 items which are primarily adapations of those used in the original version (Politzer & McKay, 1974). Most items are based on a selection of English grammatical features likely to present difficulties to Spanish children acquiring English (see Politzer & Ramírez, 1973). The Spanish version of the test is essentially a translation of the English test into Spanish. Both the English and Spanish versions consist of individually administered pictorial stimuli and statements or questions about the pictures. The same pictures are used in both versions. For each item, the pupil is shown the picture, given a simple declarative statement or a question, and asked to produce a statement. Item 4, for

example, uses the picture in Figure 1 (p. 19) and the statements "Today it's cold. Yesterday..." in English, and "Hace frío hoy. Ayer..." in Spanish. Item 19 (Figure 2) is "El terremoto destruyó a la cuidad. ¿Qué le pasó a la cuidad?" in Spanish, and "The earthquake destroyed the city. What happened to the city?" in English. Item 38 (Figure 3) is "What does his mother want of him?" in English, and "¿Qué quiere la madre de él?" in Spanish. A full list of the statements or questions for each item on both versions of the test is on pp. 9-12.

Responses were scored correct or incorrect. A correct answer was either the expected grammatical structure or another acceptable response. An incorrect response was a grammatical error or failure to respond. The response sheet the test administrator used is reproduced on pp. 13-18.

The Sample

The test was administered to a sample of Spanish-surnamed pupils in a bilingual education program. The sample consisted of 20 boys and 20 girls. Ten students (5 boys, 5 girls) were randomly selected from each of four grade levels: kindergarten, one, three, and five. The bilingual program these pupils attended can be characterized as a dual-language-maintenance instructional system in which the same amount of time is given to both languages (for example, one day English is used to teach all morning classes and Spanish is used for afternoon classes; the following day Spanish is used for morning instruction and English is used in the afternoon, etc.).

Test Results

Table 1 (p. 23) shows percentages of expected and correct responses for each item in both versions. The expected (or desired) responses

elicited ranged from 77.5 percent (item 10, English, "They wash the car.") to 0 percent (item 36, English, "so that he will get strong "). In general, the number of instances in which the expected response was elicited with the help of a picture and a statement or a question was quite low. Nevertheless, the overall scoring in terms of correct or incorrect responses showed that both tests were of high reliability (Table 2).

The most obvious and perhaps most important test result is presented in Figure 4. Results on both versions improved from kindergarten through grades one, three, and five, but only the improvement on the English version was statistically significant. At the kindergarten level there was an obvious imbalance in favor of Spanish; at the third- and fifth-grade level the English and Spanish scores were virtually identical. In other words, improvement in Spanish was slight while improvement in English progressed to the point that a balance between mean scores in the two languages was achieved.

It was possible to assign a balance score to each individual on the basis of these two parallel versions. This score was obtained by subtracting the English version score from the Spanish version score.* Table 3 shows the mean balance scores obtained at each grade level. The balance

---

*The disadvantage of a balance score based on subtraction is, of course, that it represents only the balance and not the level of performance. Two minus one and 38 minus 37 give the same balance score of 1. In studies in which the balance score can be related to other measures of school performance, both balance and level can be considered (e.g., Zirkel, 1974). A possible formula for combining balance and level scores might be:

$$\frac{\text{Spanish Score} + \text{English Score}}{1 + (\text{Spanish Score} - \text{English Score})}$$

For example:

$$\frac{38 + 37}{1+(38-37)} = \frac{75}{2} = 37.5, \text{ and } \frac{2 + 1}{1+(2-1)} = \frac{3}{2} = 1.5$$

in favor of Spanish disappeared by grade three, and mean scores on both tests became virtually identical at the third- and fifth-grade levels.

Another method for depicting relative proficiency in each language is the use of performance level. Performance on the Spanish and English tests can be expressed in terms of six levels; the first five levels include six correct responses each and the sixth level includes eight correct responses (total of 38 responses). With this approach, both balance and level of performance can be expressed, and a subscript can be used to indicate the level (e.g., Spanish $(S)_3$, English $(E)_5 = S_3E_5$). Figure 5 illustrates the relative proficiency in each language by level for each pupil. This approach allows, for instance, the demonstration of identical degrees of balance at different levels of performance: one first-grade pupil shows S_3E_3; another first-grade pupil shows S_5E_5; six third-grade pupils show S_6E_6; eight fifth-grade pupils show S_6E_6.

Independent Variables

Before the test was administered, students were asked whether they used English, Spanish, or both languages with their mothers, fathers, siblings, or friends at home, and what language they used when they entered school. The responses obtained were used along with grade, age, sex, and place of birth (U.S.A. or Latin America) as independent variables in an analysis of variance of the test scores.

The means and standard deviations for each of the independent variables used are shown in Tables 4 and 5. Tables 6 and 7 are summaries of the analysis of variance for significant sources of variance on the Spanish and English versions, respectively. The significant sources of variance

in the Spanish test were language spoken at home, language spoken with mother, father, and siblings, and language spoken when entering school. Neither grade, age, place of birth nor expressed language preference appeared to make any significant difference on performance in Spanish.

Significant sources of variance for the English test were grade, age (which overlaps with grade), language spoken with siblings and with friends, language used when entering school, and language preferred in school.

The correlation analysis of test scores and the language use variables (Table 8) showed that language use reported for the home correlated quite highly with language use with mother, with father, language spoken when entering school, and language preferred at home. In other words, general use of language in the home environment can be considered as one factor -- and it was evidently the important determiner -- in achievement on the Spanish version. Since reported language use was scored higher for English than for Spanish, the correlations in column 10 of Table 6 show the influence due to the use of English; a reverse method of scoring (English 1, both 2, Spanish 3) would have shown the same results in terms of positive influence of Spanish.

For the language use variable influencing the outcome on the English version, Table 7 shows a relationship of language preferred in school and language used with siblings and with friends. It thus seems plausible to posit a sort of peer group interaction factor in English which was related positively to achievement on the English version. It is also noteworthy that there appeared to be almost no relationship between the home usage

factor and the peer group interaction factor, which favored higher performance in English. Only the component of the home usage factor that related to school (language spoken when entering school) had any relationship to performance on the English version. In other words, use of Spanish at home resulted in maintenance of Spanish, and conversely, the use of English at home and with the parents appeared to cause a deterioration of performance in Spanish (but no improvement in English). This relative independence of the English and Spanish versions is also shown by the the total lack of correlation between them. If proficiency in one language is achieved at the expense of proficiency in the other, a significant negative correlation would be expected between them; in fact, none was found.

Conclusions

The results of the current study may be summarized as follows:

(1) Both the Spanish and the English versions were shown to be of high reliability, but did not prove to be useful for the purpose of eliciting specific grammatical constructions.

(2) The Spanish proficiency of the subjects increased only slightly as a function of age and grade, while proficiency in English increased significantly.

(3) Imbalance in favor of Spanish was found for the kindergarten and first-grade level, but balance between the two languages appeared by grade three.

(4) Proficiency in Spanish appeared to be determined primarily by

use of Spanish with the parents in the home. Proficiency in English was determined to some extent by use with the peer group (and by age and exposure to English instruction in school).

(5) There appeared to be little relationship between achievement on the English and Spanish versions and little significant relationship between the factors accounting for the variance on the two test scores. In other words, a loss of Spanish did not result in increased proficiency in English.

Two main conclusions, one concerning the test and the other concerning the maintenance of Spanish, emerge from this study: (1) for the purpose of eliciting specific grammatical constructions, more structured types of stimuli than the ones employed in this investigation must be devised; (2) Spanish speakers need not fear that continued use and maintenance of Spanish in the home will in any way affect their children's acquisition of English. The latter takes place as a result of continued exposure to English in the school environment, and there is no reason to assume that a loss of the Spanish language heritage must be the price a child has to pay to acquire English.

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SPANISH/ENGLISH ORAL PROFICIENCY TEST (GRAMMAR SECTION)

English Version

Instructions: I am going to show you some pictures. I will tell you the name of some of the pictures, and you will tell me the names of some of them too.

1. In this picture, The boy goes to school and in this one, The boys.....
2. She eats at noon. They.....
3. He studies in the library. They.....
4. Today it's cold. Yesterday.....
5. John sees a ship. Yesterday.....
6. Mary is riding a horse. Last week.....
7. He sings very well. They.....
8. He is watching television. They.....
9. She reads a story. They.....
10. She washes the dishes. They.....
11. The father gives the money to him. The mother.....
12. John sleeps with his brother, but she.....
13. What does Lisa do before she goes to school? First, she.....
14. Then.....
15. And then.....
16. This cat is on the box, but this one is.....
17. David is in bed, and his shoes are.....
18. The cat is in front of the tree and the dog is.....
19. The earthquake destroyed the city. What happened to the city?
20. The hunter wounded the lion. What happened to the lion?
21. Walk on the sidewalk, but.....
22. This duck has three little ducks, but this duck.....
23. This girl has a ball and she wants to play. What does she say to the boy?

English Version (Cont'd.)

24. This boy has broken a window and his father sees him. What does his father ask him?

25. This house is big, but this house.....

26. This girl is tall, and this one is taller. How tall is this one?

27. The girl has a doll. Whose doll is it?

28. The boy has a bicycle. Whose bicycle is it?

29. Here is a boy who likes to swim. He.....

30. Here is a girl who likes to laugh. She.....

31. Here is a boy who likes to drink milk. He.....

32. Here is a girl who likes to sleep. She.....

33. What does the little boy want?

34. This boy is happy because he found his shoe. This boy is sad because.....

35. Carmen can watch television tonight. Why can't George watch television?

36. This boy is eating. Why is he eating?

37. It is raining and the rain is coming in through the window. Why is she closing the window?

38. What does his mother want of him?

La Versión Española

Instrucciones: Te voy a mostrar unos dibujos. Te diré el nombre de algunos de los dibujos, y tu me dirás el nombre de algunos de ellos también.

1. En este dibujo, El niño va a la escuela, y en este otro, Los niños.....

2. Ella come al mediodia. Ellos.....

3. El estudia en la biblioteca. Ellos.....

4. Hace frío hoy. Ayer.....

5. Juan ve un barco. Ayer.....

La Versión Española (Cont'd.)

6. María anda a caballo. La semana pasada.....
7. El canta muy bien. Ellos.....
8. El está mirando la televisión. Ellos.....
9. Ella lee un cuento. Ellos.....
10. Ella lava los platos. Ellos.....
11. El padre le da el dinero (a él). La madre.....
12. Juan duerme con su hermano, pero ella.....
13. ¿Qué hace Lisa antes de irse a la escuela? Primero.....
14. Después.....
15. Y más tarde.....
16. Este gato está sobre la caja, pero éste está.....
17. David está acostado en la cama, y sus zapatos están.....
18. El gato está enfrente del árbol, pero el perro está.....
19. El terremoto destruyó a la ciudad. ¿Qué le pasó a la ciudad?
20. El cazador hirió al león. ¿Qué le pasó al león?
21. Camina por la banqueta (acera), pero.....
22. Este pato tiene tres patitos, pero este pato.....
23. Esta niña tiene una pelota y quiere jugar. ¿Qué le pregunta al niño?
24. Este niño ha quebrado una ventana y su padre lo ve. ¿Qué le pregunta su padre?
25. Esa casa es grande, pero esta casa.....
26. Esta niña es alta, y ésta es más alta. ¿Qué tan alta es ésta?
27. Esta niña tiene una muñeca. ¿De quién es la muñeca?
28. El niño tiene una bicicleta. ¿De quién es la bicicleta?
29. Aquí está un niño que le gusta nadar. El.....
30. Aquí está una niña que le gusta reirse. Ella.....

La Versión Española (Cont'd.)

31. Aquí está un niño que le gusta tomar leche. El.....

32. Aquí está una niña que le gusta dormir. Ella.....

33. ¿Qué quiere el niño?

34. Este niño está contento porque halló su zapato. Este niño está triste.....

35. Carmen puede ver la televisión esta noche. ¿Por qué no puede ver Jorge la televisión?

36. Este muchacho está comiendo. ¿Para qué está comiendo?

37. Está lloviendo y la lluvia se está metiendo por la ventana. ¿Por qué está cerrando la ventana?

38. ¿Qué quiere la madre de él?

SPANISH/ENGLISH ORAL PROFICIENCY TEST (GRAMMAR SECTION)

Response Sheet

_____1. The boys go to school/Los niños van a la escuela

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____2. They eat at noon/Ellos comen al mediodia

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____3. They study in the library/Ellos estudian en la biblioteca

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____4. Yesterday it was hot/Ayer hizo calor

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____5. Yesterday he saw an airplane/Ayer el vió un avión

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____6. Last week she rode a bicycle/La semana pasada ella anduvo en bicicleta

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____7. They sing very well/Ellos cantan muy bien

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____8. They are watching television/Ellos están mirando la televisión

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____9. They read stories/Ellos leen cuentos

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____10. They wash the car/Ellos lavan el carro

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____11. The mother gives the money to her/La madre le da el dinero a ella

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____12. but she studies by herself/pero ella estudia sóla

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____13. She gets up/Ella se levanta

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____14. She washes her face/Ella se lava la cara

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____15. She eats/Ella come

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____16. but this one is in the box/pero éste está en la caja

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____17. and his shoes are under the bed/y sus zapatos estan debajo de la cama

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____18. and the dog is behind the tree/y el perro está detrás del árbol

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____19. The city was destroyed by the earthquake/La ciudad fue destruida por el terremoto

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____20. The lion was wounded by the hunter/El león fue herido por el cazador

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____21. but don't walk on the street/pero no camines por la calle

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____22. but this duck doesn't have any/pero este pato no tiene ninguno

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____23. Do you want to play?/¿Quieres jugar?

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____24. Why did you break the window?/¿Por qué quebraste la ventana?

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____25. but this house is bigger/pero esta casa es más grande

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____26. She is the tallest/Ella es la más alta

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____27. It's the girl's/Es de la niña

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____28. It's the boy's/Es del niño

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____29. He is swimming/El está nadando

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____30. She is laughing/Ella se está riendo

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____31. He is drinking milk/El está tomando leche

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____32. She is sleeping/Ella está durmiendo

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____33. He wants to open the door/El quiere abrir la puerta

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____34. ...because he can't find his shoe/...porque no puede hallar su zapato

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____35. because he has to study/porque tiene que estudiar

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____36. so that he will get strong/para hacerse fuerte

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____37. so that the rain won't come in/para que no se meta la lluvia

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

_____38. She wants him to eat/Ella quiere que coma

_____ A. other acceptable response_____

_____ B. incorrect response_____

_____ C. no response

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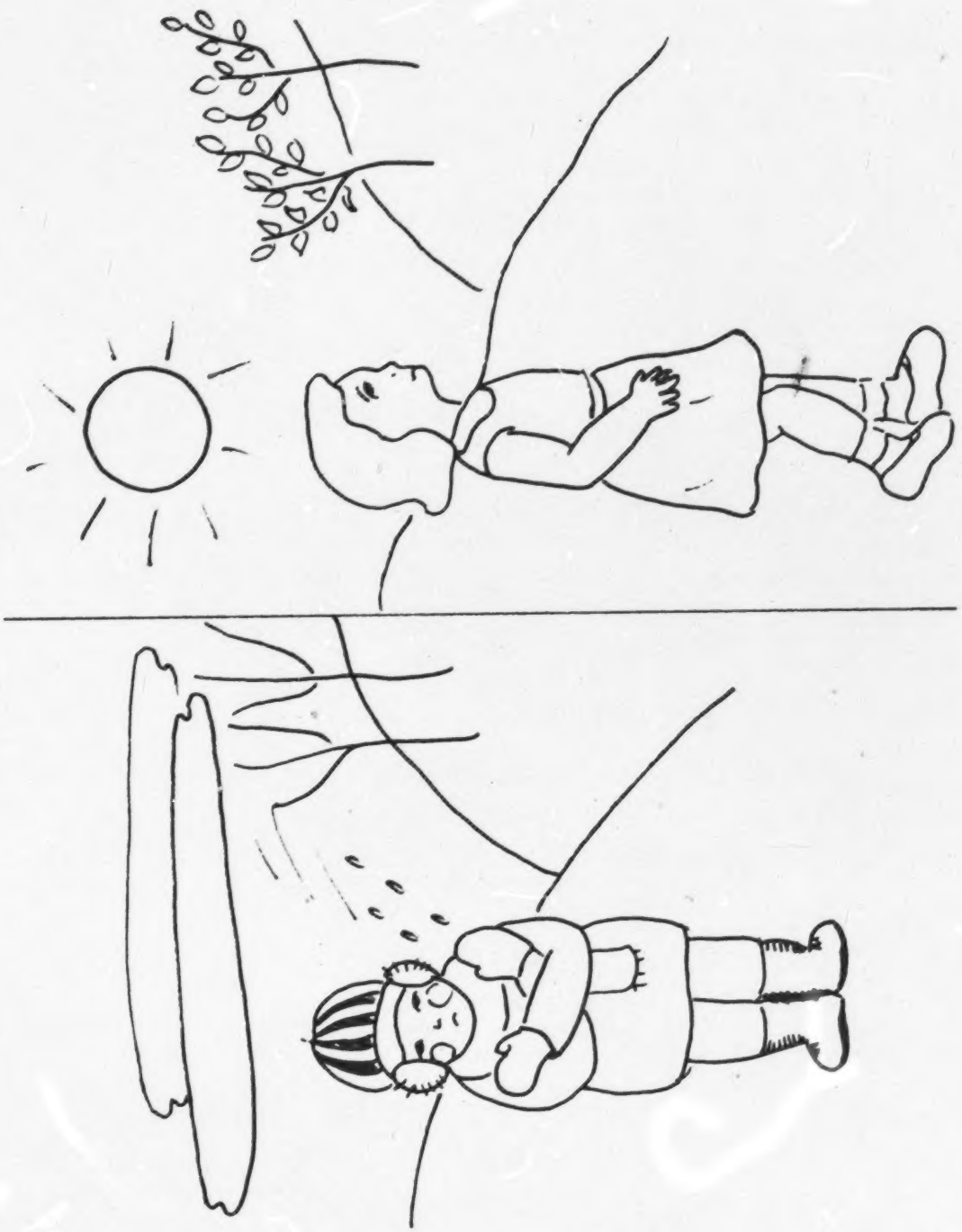

Fig. 1. Item 4 of the Spanish/English Oral Proficiency Test.

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Fig. 3. Item 38 of the Spanish/English Oral Proficiency Test.

Fig. 2. Item 19 of the Spanish/English Oral Proficiency Test.

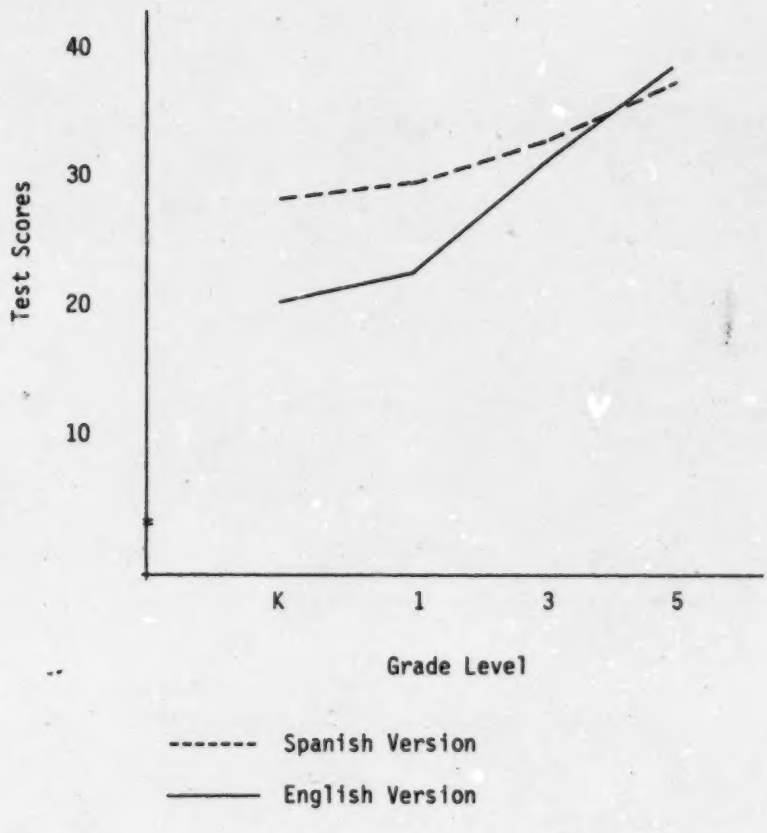

Fig. 4. Mean scores on Spanish and English versions for kindergarten and grades one, three, and five.

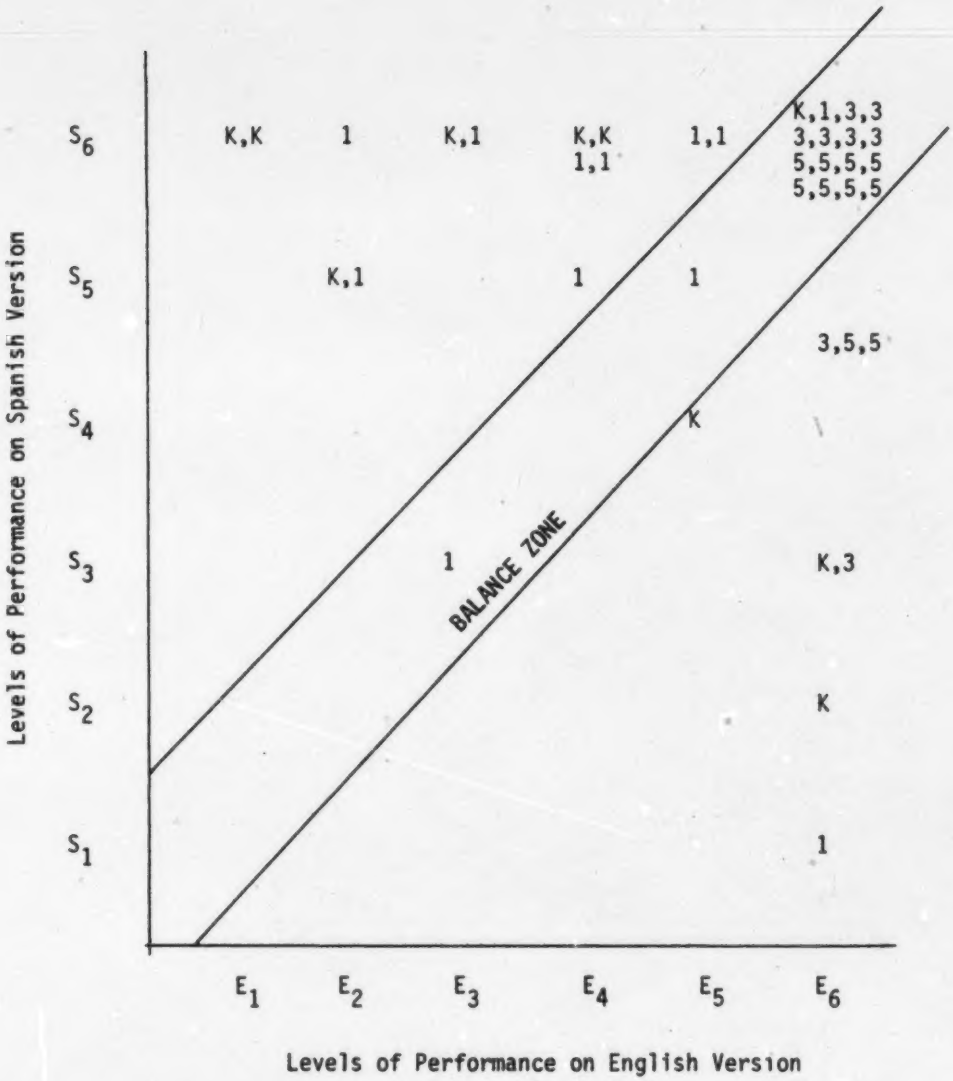

Fig. 5. Relative proficiency on Spanish and English versions by performance levels. (Subjects are represented by their grade level; subjects in the balance zone are equally proficient in Spanish and English.)

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TABLE 1

Item Analysis of English and Spanish Versions
of Spanish/English Oral Proficiency Test

Item No.	Spanish Version		English Version	
	Expected Responses	Correct Responses	Expected Responses	Correct Responses
1	65.0%	95.0%	57.5%	85.0%
2	62.5%	85.0%	72.5%	82.5%
3	67.5%	90.0%	65.0%	82.5%
4	20.0%	52.5%	42.5%	70.0%
5	67.5%	77.5%	37.5%	57.5%
6	7.5%	62.5%	25.0%	52.5%
7	62.5%	87.5%	70.0%	82.5%
8	65.0%	85.0%	62.5%	82.5%
9	60.0%	87.5%	57.5%	77.5%
10	67.5%	85.0%	77.5%	85.0%
11	67.5%	90.0%	60.0%	80.0%
12	72.5%	92.5%	37.5%	75.0%
13	35.8%	85.0%	17.5%	65.0%
14	67.5%	87.5%	45.0%	67.5%
15	35.0%	85.0%	37.5%	75.0%

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TABLE 1 (Cont'd.)

Item No.	Spanish Version		English Version	
	Expected Responses	Correct Responses	Expected Responses	Correct Responses
16	10.0%	82.5%	65.0%	85.0%
17	17.5%	82.5%	37.5%	67.5%
18	27.5%	77.5%	20.0%	67.5%
19	2.5%	60.0%	7.5%	65.0%
20	2.5%	55.0%	2.5%	52.5%
21	12.5%	65.0%	40.0%	65.0%
22	7.5%	75.0%	20.0%	60.0%
23	10.0%	85.0%	22.5%	82.5%
24	15.0%	67.5%	15.0%	55.0%
25	35.0%	82.5%	55.0%	72.5%
26	15.0%	65.0%	27.5%	50.0%
27	60.0%	85.0%	5.0%	75.0%
28	60.0%	85.0%	10.0%	87.5%
29	52.5%	77.5%	52.5%	77.5%
30	25.0%	80.0%	55.5%	75.0%

TABLE 1 (Cont'd.)

Item No.	Spanish Version		English Version	
	Expected Responses	Correct Responses	Expected Responses	Correct Responses
31	35.0%	85.0%	42.5%	75.0%
32	35.0%	87.5%	52.5%	75.0%
33	50.0%	82.5%	37.5%	77.5%
34	25.0%	87.5%	20.0%	77.5%
35	10.0%	85.0%	2.5%	75.0%
36	10.0%	82.5%	0.0%	82.5%
37	7.5%	90.0%	5.0%	77.5%
38	17.5%	85.0%	12.5%	75.0%

Note: Correct responses include both the expected (or desired) response and other acceptable responses.

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TABLE 2

Mean Scores and Test Reliability
for Both Versions

	n	Items	Mean Total Scores	s.d.	Cronbach α
Spanish Version	40	38	30.58	8.78	0.95
English Version	40	38	27.50	10.88	0.96

TABLE 3

Means and Standard Deviations of Balance Scores
(Spanish Minus English) by Grade

Grade	Mean	s.d.
K	7.00	21.56
1	5.30	14.83
3	0.70	10.56
5	-0.70	3.50

TABLE 4

Means and Standard Deviations for Independent Variables
(Spanish Version)

Variable	n	Mean	s.d.
Grade			
K	10	27.20	11.43
1	10	27.70	9.14
3	10	32.40	8.19
5	10	35.00	3.91
Sex			
Male	20	32.40	6.51
Female	20	28.75	10.66
Age			
5	10	27.20	11.43
6	7	32.00	2.77
7	5	23.40	11.95
8	4	29.00	12.03
9	3	35.67	3.22
10	6	35.83	3.43
11	5	34.40	4.39
Place of Birth			
USA	23	29.26	10.25
Other	17	32.35	6.58
Language Spoken at Home			
English	4	11.75	9.98
Spanish	28	32.79	5.32
Both	8	32.25	8.07
Language Spoken with Mother			
English	6	16.33	11.79
Spanish	32	33.28	5.15
Both	2	30.00	11.31

TABLE 4 (Cont'd.)

Variable	n	Mean	s.d.
Language Spoken with Father			
English	6	16.33	11.79
Spanish	32	33.28	5.15
Both	2	30.00	11.31
Language Spoken with Siblings			
English	15	30.33	9.07
Spanish	18	32.94	5.87
Both	16	29.00	8.58
Language Spoken when Entering School			
English	6	18.33	13.22
Spanish	29	33.38	5.51
Both	5	29.00	7.65
Language Spoken with Friends			
English	22	30.41	10.28
Spanish	9	31.00	6.44
Both	9	30.55	8.25
Language Preferred at Home			
English	8	24.62	13.41
Spanish	30	32.33	6.09
Both	2	28.00	8.48
Language Preferred at School			
English	29	30.72	9.55
Spanish	7	32.14	3.53
Both	4	26.75	11.41

TABLE 5

Means and Standard Deviations for Independent Variables
(English Version)

Variable	n	Mean	s.d.
Grade			
K	10	20.20	13.78
1	10	22.40	10.00
3	10	31.70	6.67
5	10	35.70	3.09
Sex			
Male	20	26.15	10.84
Female	20	28.85	11.32
Age			
5	10	20.20	13.78
6	7	23.24	9.03
7	5	20.20	9.91
8	4	34.75	2.36
9	3	36.00	2.64
10	6	36.50	3.21
11	5	33.60	3.21
Place of Birth			
USA	23	29.26	9.76
Other	17	25.12	12.44
Language Spoken at Home			
English	4	28.00	14.03
Spanish	28	27.43	10.77
Other	8	27.50	12.04
Language Spoken with Mother			
English	6	25.00	16.41
Spanish	32	28.13	10.34
Other	2	25.00	4.24

TABLE 5 (Cont'd.)

Variable	n	Mean	s.d.
Language Spoken with Father			
English	5	29.60	12.66
Spanish	30	27.93	10.67
Both	4	28.75	4.64
Language Spoken with Siblings			
English	15	31.00	8.96
Spanish	18	22.72	12.69
Both	6	32.00	4.86
Language Spoken when Entering School			
English	6	33.50	3.39
Spanish	29	25.24	12.03
Both	5	33.40	4.72
Language Spoken with Friends			
English	22	31.23	7.77
Spanish	9	21.56	13.71
Both	9	24.33	12.51
Language Preferred at Home			
English	8	26.13	13.92
Spanish	30	28.73	9.51
Both	2	14.50	19.00
Language Preferred at School			
English	29	30.59	8.99
Spanish	7	19.29	11.95
Both	4	19.50	14.25

TABLE 6

Summary of One-Way Analysis of Variance for
Significant Independent Variables
(Spanish Version)

Variable	Source	Sum of Squares	d.f.	Mean Square	F
Language Spoken at Home	Between Groups	1576.82	2	788.41	19.20**
	Within Groups	1518.96	37	41.05	
	Total	3095.78	39		
Language Spoken with Mother	Between Groups	1451.98	2	725.99	16.34**
	Within Groups	1643.80	37	44.43	
	Total	3095.78	39		
Language Spoken with Father	Between Groups	1093.56	3	364.52	6.55**
	Within Groups	2002.22	36	55.62	
	Total	3095.78	39		
Language Spoken with Siblings	Between Groups	991.50	3	330.50	5.65**
	Within Groups	2104.23	36	58.45	
	Total	3095.78	39		
Language Spoken when Entering School	Between Groups	1139.62	2	569.81	10.78**
	Within Groups	1956.16	37	52.87	
	Total	3095.78	39		

**$p<.01$

TABLE 7

Summary of One-Way Analysis of Variance for
Significant Independent Variables
(English Version)

Variable	Source	Sum of Squares	d.f.	Mean Square	F
Grade	Between Groups	1641.79	3	547.26	6.36**
	Within Groups	3096.20	36	86.01	
	Total	4738.00	39		
Age	Between Groups	2022.72	6	337.12	4.10**
	Within Groups	2715.28	33	82.28	
	Total	4738.00	39		
Language Spoken with Siblings	Between Groups	758.39	3	252.80	2.29*
	Within Groups	3979.61	36	110.54	
	Total	4738.00	39		
Language Spoken when Entering School	Between Groups	537.98	2	269.00	2.37*
	Within Groups	4200.02	37	113.51	
	Total	4738.00	39		
Language Spoken with Friends	Between Groups	713.91	2	356.96	3.28*
	Within Groups	4024.09	37	108.76	
	Total	4738.00	39		
Language Preferred in School	Between Groups	1004.54	2	502.27	4.98*
	Within Groups	3733.46	37	100.90	
	Total	4738.00	39		

**$p < .01$
*$p < .05$

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TABLE 8

Correlation Matrix of Reported Language Use Variables
And Test Scores

	1	2	3	4	5	6	7	8	9	10
1. Language Spoken at Home	1.00	0.80***	0.71***	0.20	0.47***	0.04	0.55***	0.16	0.02	-0.59***
2. Language Spoken with Mother		1.00	0.55**	0.27*	0.47***	-0.15	0.63***	-0.03	-0.11	-0.67***
3. Language Spoken with Father			1.00	0.06	0.45	-0.05	0.22	0.08	0.16	-0.55**
4. Language Spoken with Siblings				1.00	0.15	0.28*	0.04	0.26*	0.30**	0.04
5. Language Spoken when Entering School					1.00	0.02	0.35*	0.03	0.32*	-0.60***
6. Language Spoken with Friends						1.00	-0.03	0.31*	0.38**	-0.03
7. Language Preferred at Home							1.00	0.08	-0.14	-0.35**
8. Language Preferred in School								1.00	0.44**	-0.02
9. English Test Score									1.00	0.02
10. Spanish Test Score										1.00

Note: Reported Language Use was scored as Spanish 1, Both 2, English 3.

***p < .001
**p < .01
*p < .05